DOCUMENT RESUME

ED 117 557 CE 006 269

AUTHOR	Mulligan, Robert E.; And Others
TITLE	Health Cluster for Special Need Youngsters in the Middle School. Publication No. 12.
INSTITUTION	Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
SPONS AGENCY	New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
REPORT NO	VT-102-447
PUB DATE	Jul 75
NOTE	90p.; For related documents, see CE 006 272 and CE 006 281
AVAILABLE FROM	Vocational Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 ($2.50)
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage
DESCRIPTORS	Behavioral Objectives; *Career Exploration; Child Care Occupations; *Curriculum Guides; Dental Assistants; *Health Occupations; Intermediate Grades; Junior High Schools; Learning Activities; *Middle Schools; Occupational Therapists; Paramedical Occupations; Rehabilitation Counseling; *Special Education; Teaching Guides

ABSTRACT

The teacher's manual presents learning activities for occupations in the health cluster intended for special needs students at the middle school level. The eight occupations addressed in the manual are orderly, mental retardation aide, dental assistant, sanitary assistant, occupational therapist, kitchen worker, rehabilitation counselor, and child care attendant. Each unit contains suggested behavioral objectives, practical requirements for someone filling the specific position, activities, equipment and supplies, and community resources. Also available is a teacher evaluation form and a list of multimedia references. (LJ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED117557

HEALTH CLUSTER

FOR SPECIAL NEED YOUNGSTERS

IN THE MIDDLE SCHOOL

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
BUREAU OF OCCUPATIONAL RESEARCH DEVELOPMENT

CE006269

State of New Jersey
Department of Education
Division of Vocational Education

HEALTH CLUSTER
FOR SPECIAL NEED YOUNGSTERS
IN THE MIDDLE SCHOOL

Prepared by:

Robert E. Mulligan, Ph.D., Superintendent of Schools
Kearny, New Jersey

James R. Canaley, Director of Special Services
Kearny, New Jersey

Donald Gavin, Supervisor of Vocational Education
Kearny, New Jersey

Vocational-Technical Curriculum Laboratory
Rutgers - The State University
Building 4103 - Kilmer Campus
New Brunswick, New Jersey

July 1975
Publication #0012

VT 102 447

DIVISION OF VOCATIONAL EDUCATION

Stephen Poliacik, Assistant Commissioner of Education

William Wenzel, Deputy Assistant Commissioner of Education

Harold Seltzer, Associate Director of Vocational Education (Ancillary Services)

Joseph F. Kelly, Director, Bureau of Occupational Research Development

Benjamin Shapiro, Director, Vocational-Curriculum Laboratory

Frederick L. Cappello, Director, Vocational Curriculum and Media Development

Gordon F. Law, Jr. Denise C. Frobose
Career Education Curriculum Specialists

This publication is one of a series of curriculum documents in career education written under the statewide curriculum development project conducted by the New Jersey Curriculum Management Center. Materials developed under this project are published by the New Jersey Vocational-Technical Education Curriculum Laboratory in order to ensure the widespread availability of these materials to practitioners in the field at a reasonable cost.

Dr. Joseph F. Kelly

Project Director
New Jersey Curriculum Management Center

TABLE OF CONTENTS

	Page
INTRODUCTION	1
CONCEPTS	4
COMMUNITY RESOURCES	7
UNIT I. ORDERLY	12
Behavioral Objectives	12
Practical Requirements	15
Activities	19
Equipment and Supplies	20
Resources	20
UNIT II. MENTAL RETARDATION AIDE	22
Behavioral Objectives	22
Practical Requirements	24
Activities	27
Equipment and Supplies	28
Resources	28
UNIT III. DENTAL ASSISTANT	30
Behavioral Objectives	30
Practical Requirements	32
Clinical Practice	33
Laboratory Procedures	34
Clinical Procedures	35
Activities	37
Equipment and Supplies	38
Resources	39
UNIT IV. SANITARY ASSISTANT	40
Behavioral Objectives	40
Practical Requirements	41
Activities	44
Equipment and Supplies	45
Resources	45

TABLE OF CONTENTS (cont'd)

	Page
UNIT V. OCCUPATIONAL THERAPIST	47
Behavioral Objectives	47
Practical Requirements	48
Activities	50
Equipment and Supplies	51
Resources	51
UNIT VI. KITCHEN WORKER	52
Behavioral Objectives	52
Practical Requirements	54
Activities	58
Equipment and Supplies	59
Resources	60
UNIT VII. REHABILITATION COUNSELOR	61
Behavioral Objectives	61
Practical Requirements	62
Activities	64
Equipment and Supplies	65
Resources	65
UNIT VIII. CHILD CARE ATTENDANT	66
Behavioral Objectives	66
Practical Requirements	67
Activities	71
Equipment and Supplies	72
Resources	72
EVALUATION	74
Teacher Evaluation Sheet	75
REFERENCES	78

INTRODUCTION

Present trends in the economic growth of the United States indicate that we are becoming a highly service-centered economy. Technology has had its impact in all areas of everyday life: health, education, employment, recreation and family life. Machines are rapidly taking the place of humans in more of the arduous mental and physical tasks. Roman Puchinski, the Congressional Representative from Illinois, who has been the chairman of the House Education Committee, estimates that by 1980 sixty-six percent of all workers will be engaged in service occupations. In 1972 the United States became the first nation in world history to have more of its citizens working in service-connected occupations (51%) than in the production of durable goods and commodities.

The foregoing has important implications for health related occupations. Thousands of trained men and women will be needed to operate the vast amount of complex machinery and apparatus which will become commonplace in the medical and health fields. Just as important will be the need for people trained in human relations skills--people who can comfort and tend to the needs of patients both before and after treatment.

In the field of dentistry, the occupation's potential has expanded enormously. All kinds of trained technicians will be needed in dental occupations because of the increase in the number of restorative procedures which dentists are performing today. This has been brought about, in part, by the greater distribution of wealth as well as the

decrease in the number of hours people are required to work. When the normal working period was ten or twelve hours, six days per week, there was little opportunity to visit the dentist's office. Now, however, many labor unions offer paid dental plans as part of their welfare programs or seek them as fringe benefits from the employer. Also, the length of the working day has been decreased substantially and more recently the length of the work week, thereby giving the average person more time to look after his dental needs.

The various group health plans and more recently Federal legislation enacting the Medicare Program has increased the incidence of people seeking medical care as well as the length of time patients stay in hospitals and the diversification of services. Proper medical care, although it is still inaccessible to large segments of our population, nevertheless is reaching more people each year.

Recent legislation in a number of States and Supreme Court decisions, as well as the efforts of Zero Population Growth groups have substantially increased the need for medical and operative procedures in the area of birth regulation. These procedures have their effect on both men and women and require personnel trained to meet the medical as well as the psychological needs of the patients. Indications are that this will become a permanent part of American Society.

The number of patients who recuperate from illnesses in private and public nursing facilities has also had substantial increases. State and Federal legislation is making this even more possible, although many establishments are totally inadequate and staff is lacking in proper training. A new occupational field is emerging which will provide

employment for people trained in therapeutic and convalescent procedures.

Allied to this is the field of Geriatrics which calls not only for medical training, but a special sensitivity for dealing with the elderly. Federal legislation calling for a comprehensive Geriatric program has passed the Congress, only to be vetoed by the President. However, this may be enacted in the future.

The new, open outlook, with regard to venereal disease, which has reached epidemic proportions in many areas of the country, will increase the demand for workers trained in this area of the medical profession. The need will not only be for treatment personnel but for medically trained educational persons who will launch a much needed prevention program.

There are many other dimensions of American Society that will require the services of workers trained in this field. The drug problem, pre and post natal care and alcoholism are just a few of the areas which will offer occupational opportunities. It must be remembered that most of these people will require less than professional skills, many of whom can be trained within the framework of public education.

CONCEPTS

A recent Princeton University study indicated that high school dropouts manifest behavior which can be recognized as early as the fifth grade. The number of youngsters who physically drop out of high school is only a small part of the problem. For every youngster who actually leaves school before graduating, there are many who are completely turned off, but who for many reasons stay in school. Parental pressure, military service, and inability to find a job are just a few of the reasons. There are many estimates of the ratio of actual to functional dropouts, but at best they are educated guesses. However, most educators agree that the number is substantial.

School has ceased to have relevance to thousands of youngsters. Many of them are turned off on school, probably as early as the fourth grade. The child cannot relate to the classroom environment or what is being taught. A relationship, very subtle in the lower grades, must be established between the role the youngster will play in life (the world of work) and their schoolwork. This period (K to 6) must be one where the youngsters become aware of careers and begin to form a self-concept in terms of this awareness. The child must, subconsciously at first, fit into various careers by evaluating individual interests and abilities in terms of the career requirements. Initial career decisions will consist of glamorous ones--cowboy, quarterback, pilot, doctor. The growth process will see the youngster choose more realistic goals in terms of overall qualifications.

Career awareness must be followed up in the middle grades with a program of Career Exploration and in the secondary school with a program of intense skill training or preparation for college or post secondary technical training. It is important that no school program lead to a "dead end." All programs must include the steps toward growth and development in occupational aspirations.

It is vital that youngsters be exposed to health occupations as early as possible, certainly no later than the middle grades. This is especially true for youngsters with special needs. These children have a unique sensitivity for the feelings and comfort of others. It is important that youngsters are made aware of the enormous number of careers within the health cluster which require a wide range of skills and abilities. Tradition which indicates that the profession is only made up of doctors and nurses must be overcome.

The human relations skills must be taught early in life because they are an indispensible requirement of all persons. Experiences must be fostered which will bring these youngsters in contact with the very young and the aged because of the special care required by these groups.

The incidence of young children who have both parents employed has increased many times over in recent years. These children are in special need, in many cases, of basic health information because of the times when they are on their own. This information should include personal hygiene, nutrition and safety.

Attitudes concerning environment must begin in the earliest years if we are ever to have a healthy earth and a population that understands its importance. There are many other health concepts which when taught

to adults have no effect. Veneral disease, alcohol and smoking are a few.

Most important to the youngsters is that they have an understanding of the various health occupations and some idea where they might fit if there is an interest. Initial exposure to those occupational opportunities at high school age is too late.

COMMUNITY RESOURCES

Every community, regional or metropolitan area, has within its bounds a wealth of educational resources. The health field is usually represented by a wide variety of institutions, facilities, and services which are supported publicly, privately or by religious affiliation. Every conceivable experience which can be associated with Health Occupations is realized within these social institutions.

The local hospital, which may be in a neighboring community, is a rich source of experience in the medical field--beginning with the hospital kitchen to the duties of the surgeon and the operating room nurse. The kitchen worker, for example, will be exposed to a trained nutritionist. Students will have the opportunity to learn about diets and special food preparation. Also, they will learn about the kinds of food the sick and the convalescent must consume. Another area of great importance is the preparation of food for those who cannot feed themselves in the normal manner. Veterans' hospitals, where there is a high percentage of amputees, have many complex pieces of apparatus for this purpose.

The hospital environment also stresses the importance of cleanliness, not only personal, but in the kitchen area and most importantly the kitchen utensils. The students will learn how the spread of staph and other infections is a constant threat in every hospital.

Geriatric hospitals and mental institutions pose particularly difficult problems for kitchen personnel. Constant efforts are made to

prepare food in such a way that patients in these institutions receive proper nutrition.

Pediatric departments of regular hospitals offer still another area of experience for the kitchen worker. The diets of babies and young children are as varied as the children themselves, and certainly offer as many challenges in feeding.

The various hospitals mentioned above are also important to the training of the orderly. Within the walls of the general hospital practically all of the experience the orderly will require can be found. The Veterans' hospital, geriatric hospital, nursing home and mental institution each have their requirements. It is in these specialized institutions where the prospective orderlies begin to fit themselves into the special area of employment based on personal interest and ability.

These institutions are also important to the rehabilitation worker and the occupational therapist. There are many specialized institutions which are primarily for the purpose of rehabilitating patients after serious illnesses, surgery and accidents. However, most local hospitals require the services of a rehabilitation worker. The occupational therapist is usually employed by the rehabilitation hospital or clinic. Many patients, after leaving the hospital, are in need of this service. Many are not able to return to the kind of job they held before their affliction and must be trained in some manner.

Industrial hospitals or clinics which are a joint responsibility of many industries and are set up to meet their needs offer even more specialized experiences to the kitchen worker, orderly, occupational therapist and rehabilitation worker.

Day Care Centers are becoming more common throughout the country. This is caused by the increase in the number of working mothers who must work to sustain their families or are the primary breadwinner, a product of the increasing divorce rate. Federal legislation is encouraging the proliferation of these centers. The kitchen worker and the child care attendant will find that these facilities will offer to them important experiences and will equip them for employment in this growing field.

Summer camps and camps for the mentally retarded are another source of experiences which the community offers. The kitchen worker who has already had enormously varied experiences will find here even greater challenges. The child care attendant will find the summer camp environment to be most challenging. They will find themselves in situations where they will be attending to youngsters in dangerous surroundings s such as deep water or steep hills. They will also have responsibility for the youngsters while they are completely free of their parents.

The mental retardation aide in a summer camp is faced with tremendous responsibility. The aide is responsible for total care of the youngster, very often in situations which call for complete attention such as the teaching of swimming. Also, the aide has complete responsibility for dressing, grooming and feeding their charge.

Although most regional areas have Sheltered Workshops, there are far too few throughout the state. They do offer special kinds of experiences for the mental retardation aide and the occupational therapist. Here the aide is able to share experiences with the youngster while s/he is engaged in gainful employment. The aide begins to understand the

difficulty that the mentally retarded have in accomplishing even the most simple task. Immediately, the aide learns the benefits of repetitive function. The occupational therapist is faced with the most difficult task of preparing as many of these youngsters as possible for mainstream employment. Unfortunately, the ratio is never very high.

In any community the dental assistant can usually find a wealth of community resources at their finger tips. The local dentists are usually most cooperative in providing experiences that will help these youngsters toward their goal. Local, State and National Dental Societies are eager to provide speakers, materials or expertise. Dental laboratories, which are growing in number, can be found in almost every medium sized town and are willing to share their facility to help aspiring dental assistants. The various hospitals mentioned above as well as dental schools are another source of valuable experiences.

The sanitation assistant is part of a broad field which is of grave concern to the country and the world. More and more local communities are addressing themselves to the many facets of the ecological problem--water, air, waste, and natural resources. Usually, several different agencies have some environmental responsibility. The water department in any town has the responsibility for providing clean and germfree drinking water. Many insights can be gained by the sanitation assistant by using the water department as a resource. The local Board of Health usually has the overall responsibility for providing a livable environment. This agency is usually most cooperative in providing meaningful experiences for these youngsters. Finally, and what is perhaps the cause

of most concern, is the function of the sanitation department which is charged with the responsibility for disposing of all the waste of the community. This is the source of many and varied experiences which will be of lasting benefit to the sanitation assistant.

After each unit there are listed the most common resources that can be found in the average community. For any particular community, many of the local agencies can be found in the telephone directory under local, county, state or federal governments. These agencies very often have lists of private agencies which have parallel interests.

UNIT I

ORDERLY

BEHAVIORAL OBJECTIVES

1. Students should be able to differentiate between state hospitals, city hospitals, and private hospitals.
2. Students should be able to differentiate between nursing homes and homes for the aged.
3. Students should be able to identify the peculiar characteristics of an army hospital and the unique admission requirements applicable thereto.
4. Students should manifest in a discernible way the characteristics of courteousness.
5. Students should be made aware that the school's measure of their developing sense of responsibility is in terms of punctuality, attendance, care for cleanliness, care of equipment.
6. Students should be able to differentiate between vocational preparation for work in hospitals and academic preparation.
7. Students should be able to demonstrate knowledge of the availability of Cooperative Industrial Education programs, work study programs, and vocational programs in their environs.
8. Students should be able to identify the meaning of orthopedic problems and be able to know when to use a walker as opposed to crutches.

9. Students should be able to demonstrate in fact the proper handling of a patient:
   a. Entering and leaving a wheelchair.
   b. The proper way of handling a wheelchair with a patient in it.
   c. A knowledge of collapsing and opening wheelchairs for storage.
10. Students should be able to demonstrate their ability to:
   a. Properly make up a bed.
   b. Properly change a bed with a patient in it.
   c. Demonstrate knowledgeability of the different kinds of hospital beds in terms of the bed's ability to be used with different elevations.
11. Students should be able to:
   a. Maintain records for the storage of linens.
   b. Demonstrate ability to fold linens properly.
   c. Demonstrate ability to stack linen properly.
12. Students should be able to demonstrate knowledge of the cautions applicable to their disposal of soiled linens.
13. Students should be able to demonstrate their ability to place records in the proper container and in proper order.
14. Students should be able to demonstrate their ability to:
   a. Assist a patient in leaving the bed.
   b. Assist a patient with orthopedic braces.
   c. Be knowledgeable of various orthopedic appliances.
15. Students should be able to demonstrate their ability to:
   a. Help patients with bed pans.
   b. Properly lift patients on and off bed pans.

16. Students should be able to demonstrate:
    a. How to clean a bed pan properly.
    b. The proper use of antiseptics.
    c. The proper placement of bed pans near the patient for use in an emergency.
17. Students should be able to manifest knowledge of the proper disposal of the contents of a used bed pan.
18. Students should be able to demonstrate knowledge of proper ventilation of a hospital room.
19. Students should be able to demonstrate:
    a. An ability to clean drapes properly.
    b. An ability to clean windows properly.
    c. An ability to clean a hospital room.
    d. Knowledge of the care andmaintenance of bathrooms in terms of
        1) proper use of cleaning materials;
        2) proper use of antiseptics.
20. Students should be able to demonstrate:
    a. Proper placement of a tray for a bedridden person.
    b. Knowledge of proper elevation for the patient's comfort when eating.
21. Students should be able to differentiate distinctly between medical administrations to a patient and those which are proper for an orderly.
22. Students should be able to list at least five categories which are in his scope of activity which can properly make a patient more comfortable.

23. Students should be able to demonstrate ability to dress and undress patients.

24. Students should be able to manifest their concern for safety in the areas of:

    a. Storage of supplies.

    b. Closing of doors and windows.

    c. Maintenance of non-slip floor.

    d. Bedrails, when appropriate.

25. Students should be able to manifest further knowledge of safety in terms of:

    a. Priorities in case of emergency.

    b. Familiarity with procedures in case of fire.

26. Students should manifest concern for:

    a. Cleanliness, generally.

    b. Cleanliness of uniforms.

27. Students should be able to manifest a clear knowledge of:

    a. Responsibility to patients.

    b. Responsibility to other staff members.

    c. Their relationship with the patients.

    d. Their relationship with other staff members.

PRACTICAL REQUIREMENTS

1. Know various kinds of hospitals

    a. State hospitals (institutions)

    b. City hospitals

c. Private

1. Nursing homes

2. Homes for the aged

d. Army hospitals

2. Personality traits needed for the position

a. Courteous manner

1. To patients

b. To staff

b. A sense of responsibility

3. Education needed for position

a. Type of education

1. Vocational education

2. Academic education

b. Inservice training

c. On-the-job training

1. Cooperative Industrial Education programs

2. Work study programs

3. Volunteer programs

4. Skills needed for the position

a. Care of patients with orthopedic problems (non-ambulatory)

1. Use of walker

2. Use of crutches

3. Proper handling of wheelchair

b. Care of beds

1. Changing of beds

a. With patient in bed

b. With no patient in bed

c. Proper folds of linen

2. Elevation of bed for patient's comfort

c. Proper maintenance of bed linen

1. Stacking and storage of clean linen

a. Counted for records

b. Stacked properly

2. Care of soiled linen

a. Counted for proper maintenance of records

b. Placed in proper containers

c. Stored in proper place

d. Care of patients in bed

1. How to help a patient from the bed

2. Care in handling a patient with orthopedic braces

3. Care of the orthopedic appliances

5. Elimination

a. Care of patients

1. Helping patients with bed pans

2. Lifting patients

b. Care of bed pans

1. Cleaning bed pans

2. Proper cleaning with antiseptics

3. Placing bed pans in proper place so that patient may be able to reach it in case of an emergency

c. Removing waste material

1. Where

2. How

6. Care of patient's room
    a. Proper ventilation
    b. Cleaning of drapes
    c. Cleaning of windows
    d. Cleaning room
    e. Cleaning and maintaining bathroom
        1. Proper use of cleaning materials
        2. Proper use of antiseptics
7. Serving of meals
    a. Proper placement of tray
    b. Raising and lowering of bed for patient's comfort
8. Understanding the type of services a hospital provides
    a. Food preparation
    b. Proper care of patient
    c. Medical care of patient
    d. Personal consideration and care of patient
9. Helping patients dressing
    a. Lifting patients
    b. General dressing of patient
    c. Changing of night clothes
10. Safety practices
    a. Proper storage of supplies
    b. Making sure chairs and dresser drawers are properly closed to maintain safe conditions in the room
    c. Making sure floor is clean and dry

d. Making sure bed sides are up for patients that may fall out from the bed

e. Knowing fire escapes

1. What patients need help in case of emergencies

2. How to help patients with wheelchairs and/or orthopedic appliances

3. Location of all fire extinguishers

11. Personal hygiene

a. Cleanliness of self

b. Proper care of uniform used in the performance of duties

12. Understand the nature of the position and how it relates to other staff members

a. Responsibilities to patients

b. Responsibilities to other staff members

13. Management of supplies and equipment

a. Proper storage

b. Organize equipment for inventory

c. Awareness of proper safety precautions

ACTIVITIES

Students will do the following:

1. Make beds

2. Change bed pans

3. Serve trays of food

4. Practice counting and stacking

5. Practice on a model--dressing and undressing
6. Visit hospitals
7. Interview orderlies in a hospital
8. Develop a letter of application
9. Answer a want ad for the position of orderly
10. Arrange and move furniture to resemble a room or ward
11. Clean a simulated hospital room
12. Role play
13. Prepare work schedules

EQUIPMENT AND SUPPLIES

1. Bed pans
2. Beds
3. Chairs
4. Mops
5. Cleaning materials
6. Feeding trays
7. Adult model
8. Linen
9. Clothes

RESOURCES

1. Local Hospital
2. Veteran's Hospital

3. Mental institution
   a. County
   b. Local
4. Clinic
5. Local doctor's office
6. Industrial hospital
7. Industrial clinic

UNIT II

MENTAL RETARDATION AIDE

BEHAVIORAL OBJECTIVES

1. Students must be able to demonstrate their knowledge of sources of employment. Each student should be able to name at least four.
2. Students should be able to identify by functional definition the following handicaps:
   a. Retardation
      1. Severe
      2. Moderate
   b. Cerebral Palsy
   c. Blind retardation
   d. Deaf retardation
   e. Orthopedically handicapped
3. Students must be able to explain the differences among the following services rendered to the handicapped by institutions:
   a. Educational services
   b. Psychological services
   c. Social services
   d. Medical services
   e. Dietary services
4. Students must be able to differentiate between the functions of the following professionals and their services in an institution:

a. Medical staff

b. Social workers

c. Teachers

d. Nurses

e. Administrators

f. Psychologists

g. Learning disability consultants

h. The non-professional staff generally

5. Students should be able to list at least six duties of the position of a mental retardation aide.

6. Students should be able to describe the daily routine of an aide in terms of bathing, feeding amd moving patients.

7. Students should be able to generally describe their role in working with the professionals on the staff.

8. Students should be able to describe at length the responsibilities for the safety of patients with whom they work.

9. Students should be able to verbalize an understanding of mental retardation.

10. Students should manifest an understanding of strength and weaknesses of the retarded.

11. Students should evidence knowledge of the requirements for a position as an aide in terms of

a. Education

b. Civil service testing

12. Students should be able to manifest their ability to assist patients in eating.

13. Students should be able to manifest their ability to assist patients in dressing.
14. Students should be able to demonstrate their knowledge of playground equipment, particularly in terms of safety.
15. Students should be able to demonstrate their facility in bathing retarded children as well as in other areas of personal hygiene.

PRACTICAL REQUIREMENTS

1. Knowing the various places of employment
   a. State institution
   b. City institution
   c. Local school system (day program)
   d. Day care centers
   e. Private residence schools
2. Understanding the various handicaps
   a. Retarded
      1. Severe
      2. Moderate
   b. Cerebral Palsy
   c. Blind (retarded)
   d. Deaf (retarded)
   e. Orthopedically handicapped (retarded)
3. Understanding the various aspects of the institution which houses retarded
   a. Educational
   b. Psychological

c. Social

d. Medical

e. Dietary

f. Laundry

g. Food service

4. Knowing the professionals with whom the student will deal

a. Medical personnel

b. Social workers

c. Teachers

d. Nurses

e. Administrators

f. Kitchen workers

g. Psychologists

h. Principals

i. Learning disability consultants

5. Duties of position of mental retardation aide

a. Bed making

b. Transfer techniques

c. Helping with mechanical apparatus

d. Feeding

e. Helping with wheelchair

f. Physical education

1. Swimming

2. Playing games

3. Working with patients confined to a wheelchair

g. Elimination

1. Assisting patients

2. Care of patients

3. Cleaning

h. Passing out medication

i. Dressing

6. Daily routine

a. Bathing patients

b. Feeding patients

c. Working with other professionals during patient's daily routine

d. Movement of patients from one place to another

7. Safety

a. Knowing patients assigned to you

b. Knowing capabilities of patient

c. Prevention steps

d. Knowing how to move wheelchairs in case of emergencies

e. Knowing tools, kitchen utensils a patient can handle

8. Skills necessary in working with the mentally retarded

a. A basic understanding of the retarded

b. Understanding of the retardeds' strengths and weaknesses.

9. Requirements of the position of mental retardation aide

a. Education

b. Civil service testing

10. Assisting patients in eating—use of utensils.

11. Assisting patients in dressing

a. Right and left

b. Use of button, zipper

12. Assisting patients in elimination
    a. Assisting the incapacitated patients with a bed pan and urinal
    b. Removing patients from bed pan
    c. Care of bed pan
13. Assisting children with playground and recreational equipment
14. Assisting patients with bathing
    a. Proper care of body
    b. How to wash
15. Assisting patients with proper personal hygiene
    a. Combing of hair
    b. Brushing of teeth
16. Aiding in self care skills
    a. Buttoning
    b. Zipping
    c. Tying

ACTIVITIES

Students will do the following:

1. Visit a clinic or school for the retarded.
2. Answer an ad for a job.
3. Write letters asking permission for visitations.
4. Volunteer for programs that deal with the retarded.
5. Develop sample lesson plan.
6. Read selected material that discusses the retarded.
7. Visit state institutions for the retarded.
8. Role play.

9. Interview professionals in the field of mental retardation.
10. Prepare oral reports to the group regarding aspects of the retarded.
11. Write and plan a simulated daily schedule for the retarded.
12. Practice bathing models
13. Practice feeding techniques on models.
14. Practice buttoning, zipping and hooking clothes on a model.
15. Take pictures of activities for the mentally retarded and present them to the group of students for discussion.
16. Prepare experimental charts.
17. Prepare games for the retarded.

EQUIPMENT AND SUPPLIES

1. Model
2. Clothes
3. Trays
4. Eating utensils
5. Text books
6. Camera
7. Games

RESOURCES

1. Local child study team
2. Special education classes
3. Sheltered workshop

4. Residential institution for mentally retarded

   a. Local

   b. State

   c. Private

5. Summer camps for mentally retarded

UNIT III

DENTAL ASSISTANT

BEHAVIORAL OBJECTIVES

1. Students should be able to generally describe the history of dental assisting.
2. Students should be able to list the five qualifications of a dental assistant.
3. Students should be able to describe the function of a dental assistant in definition form.
4. Students should be able to understand and explain the locus of the dental assistant in the professional hierarchy.
5. Students should be able to demonstrate knowledge of the local, state and national organizations of dental assistants.
6. Students should be able to list at least four areas of potential service as dental assistants.
7. Students should be conversant with the need for regular physical examinations.
8. Students should be familiar with immunization generally.
9. Students should demonstrate a knowledge of what is involved in clinical practice in terms of
   a. proper brushing of teeth
   b. the mixing of an alginate
   c. impressions
   d. plastic models

10. Students should have had a minimum of one opportunity to mix a zinc phosphate cement filling.
11. Students should manifest the knowledge of the use of models, base plates and indirect in-lays.
12. Students should demonstrate their ability to pour a stone model.
13. Students should demonstrate their familiarity with an adaptation of a base plate.
14. Students should be able to describe at least how to carve indirect in-lays.
15. Students should be able to carry out the procedure of sterilization and disinfection.
16. Students should be able to identify and know the proper care for at least ten instruments.
17. Students should be knowledgeable in the proper storage of instruments.
18. Students should be able to select a minimum of one instrument correctly for at least one operative procedure.
19. Students should demonstrate their ability to replace records.
20. Students should be able to demonstrate familiarity with catalogs and ordering practices.
21. Students should be able to demonstrate their knowledge of preparing the patient for the dentist in connection with
    a. proper position of the chair
    b. lighting
    c. general comfort of the patient

PRACTICAL REQUIREMENTS

1. Introduction to the dental assisting program
   - A. History and development of dental assisting
   - B. Qualifications of dental assistant
     1. Mental health
     2. Personality
     3. Code of ethics
     4. Student handbooks, rules and regulations
     5. Shop safety rules
     6. Fire prevention and drills
2. Dental Assisting
   - A. Definition and function of a dental assistant
   - B. Status of a dental assistant
   - C. Dental assistant as a member of the dental health team
   - D. ~~local, state~~ and national organizations
3. Area of Service
   - A. Private practice
   - B. Group practice
   - C. Service with a federal agency
   - D. Service with the armed services
   - E. Clinic service
4. Value of good personal health
   - A. Posture
   - B. Food habits
   - C. Dental health
   - D. Skin care

E. Hair care

F. Mental health

5. Guarding health

A. Regular physical examination

B. Immunization

Clinical Practice

1. How to brush teeth

A. Method of tooth brushing

1. Principals of good oral hygiene

2. Types of tooth brushes

a. Knowledge of tooth brushes

b. Selection of proper tooth brushes

B. Causes of tooth stain

C. Proper technique for massage of gums

2. How to mix an alginate impression

A. Mixing of alginate

B. Placing in impression tray

C. Positioning on model

D. Separation from model

3. How to pour a plastic model (alginate impre-sion)

A. Boxing

B. Pouring

C. Trimming

D. Physical properties in stone, plaster and investment materials

1. Importance of gypsum products
2. Methods of obtaining grades of stone
3. Mixing and setting times

4. How to mix a zinc-phosphate cement filling
   - A. Prepare a slab and spatula
   - B. Dispense powder and liquid (preparation of armamentarium)
   - C. Mix
     1. Factors governing mix time, temperature and atmosphere
     2. Properties found in cement powder and liquid
     3. Behavior of cement powder and liquid
   - D. Clean up

Laboratory Procedures

1. Models, base plates and indirect inlays
   - A. How to pour plaster models
     1. Preparation of impression
     2. Properties of plaster and stone
   - B. Boxing--method for preparing plaster and stone
   - C. Pouring, trimming and finishing--care to be exercised in pouring models.

2. How to pour stone models
   - A. Preparation of impression
   - B. Boxing
   - C. Pouring
   - D. Trimming and finishing
     1. Need for trimming models for use
     2. Safety factors

3. How to adapt base plates

   A. Description and function--use of base plates

   B. Materials and equipment

      1. Dangers of overheating base plates

      2. Safety factors

   C. Technique for upper and lower edentulous

4. How to carve indirect inlays

   A. Preparation of model or die--physical properties of wax

   B. Materials and equipment

   C. Forming wax pattern

      1. Steps in making a wax pattern

      2. Reasons for immediate investing wax pattern

Clinical Procedures

1. How to sterilize and disinfect instruments and materials (autoclave)

   A. Cleansing

      1. Importance of maintaining asepsis in the dental office

      2. Methods of caring for sterilizers and autoclaves

      3. Hand scrubbing instruments

   B. Packing--dry materials for sterilization

   C. Loading--safety factors

   D. Dry heat

   E. Boiling water

   F. Molten metal

   G. Hot oil

   H. Glass beads

I. Chemical solutions

1. Cleansing

2. Safety factors

2. How to identify and care for instruments

A. Handcutting instruments

B. Prophylaxis

C. Orthodontic

D. Surgical

E. Endodontic

F. Prosthodontic

G. Mirrors

H. Explorers

I. Rubber hands

J. Plastic instruments

K. Spatulas

L. Slabs

M. Gold foil

N. Amalgam instruments

O. Root canal instruments

P. Burs, stones, mandrels, dishes

3. Knowledge of proper storage of instruments

4. Knowledge of proper sterilization of instruments

5. Ability to select instruments for operative procedures

6. Ability to properly store and care for endodontic instruments

7. Ability to care for cutting and hinged instruments

8. Proper handling of instruments
9. Maintaining records
    A. Replacing equipment
    B. Ordering supplies
        1. Reviewing catalogs
        2. Meeting salesmen
10. Preparing the patient for the dentist
    A. Proper position of chair
    B. Proper lighting
    C. Maintaining patient's comfort

ACTIVITIES

Students will do the following:

1. Write letters to dentists, directors of dental clinics and hospitals to arrange for visitations.
2. Invite guest dentists to speak to the classes.
3. Arrange visitations to local pharmaceutical houses.
4. Draw and paint posters explaining dental care, tooth decay, and any other facets regarding the career.
5. Develop a theme of "Better Dental Care Month." This project will include newspaper articles, posters, and oral presentations.
6. Prepare a patient (classmate) for a mold.
7. Role play part of dental assistant and patient.
8. Prepare chemical solutions for mold.
9. Prepare an autoclave
10. Prepare instruments

11. Prepare inlays
12. Prepare base plates
13. Arrange for and show films on the career of dental assistant
14. Review texts on dental assistant
15. Develop a check list for the position of dental assistant, what qualities are needed for this position. Have students send these lists to local dentists for their reply. Then analyze the results.

EQUIPMENT AND SUPPLIES

1. Model
2. Chemical solutions
3. Slabs
4. Upper and lower edentulous
5. Wax
6. Instruments
   - A. Handcutting instruments
   - B. Surgical
   - C. Mirrors
   - D. Explorers
   - E. Rubber bands
   - F. Spatulas
   - G. Plastic instruments
   - H. Burs, stones, mandrels and dishes
   - I. Amalgam instruments
   - J. Root canal instruments
   - K. Trays

7. Dental chair
8. Autoclave
9. Cleaning materials
10. Aprons

RESOURCES

1. Local Dentists
2. Dental Clinics
3. Local, State and National Dental Societies
4. Dental Laboratories
5. Dental Supply Companies
6. Dental Schools (Professional)
7. Dental Schools (Technical)
8. Veteran's Hospitals

UNIT IV

SANITARY ASSISTANT

BEHAVIORAL OBJECTIVES

1. Students will list four possible places of employment.
2. Students will demonstrate an understanding of the personal skills necessary for this position.
3. Students will list a minimum of three responsibilities of this position.
4. Students will list a minimum of ten dimensions of the inspection of kitchen facilities.
5. Students will list a minimum of four dimensions of the proper inspection for the control of vermin.
6. Students will list a minimum of three reasons why record keeping is necessary.
7. Students will demonstrate knowledge of the need for personal cleanliness among kitchen workers.
8. Students should be able to discuss fluently the dimensions of the inspection of lavatories.
9. Students will demonstrate knowledge concerning
   a. The rotation of food stock in storage
   b. The proper storage of dry goods
10. Students will demonstrate knowledge concerning steam tables in terms of

a. Proper temperature

b. Proper drainage

11. Students will demonstrate knowledge in the care, cleaning, and use of the dishwashers.

12. Students will name the criteria for maintenance of ventilating systems.

13. Students will demonstrate their ability to maintain records.

PRACTICAL REQUIREMENTS

1. Know where possible places of employment exist

   a. Hospitals

   b. Clinics

   c. Public/private nursing homes

   d. State/local health departments

2. Know the skills necessary for the position

   a. Personality--must be able to function with supervisors and public

   b. Tact

3. Understanding the responsibilities of the position

   a. Importance of position to the public

      1. Need for position

      2. Public awareness of position

   b. Service to the public or patients

      1. Health purposes

      2. Maintain health standards

   c. Relationship of position to other staff members

4. Inspection of kitchen facilities: Checking for cleanliness of the following:
   a. Counters
   b. Containers
   c. Tools
   d. Equipment
   e. Trays
   f. Dishes
   g. Utensils
   h. Tables
   i. Appliances
   j. Pots
   k. Pans
   l. Shelves
   m. Stove
   n. Refrigerator
   o. Dishwasher
   p. Freezer
5. Maintain proper inspection for the control of vermin.
   a. How to inspect
   b. Signs of vermin
   c. Proper steps to maintain control
   d. Proper and safe use of chemicals
6. Maintaining proper time table (schedule) for inspection
   --Importance of inspection: control of disease
7. Maintaining proper records

a. Keeping records of what, where and when inspections were made

b. Keeping records of condition of area inspected

8. In-service meetings for personnel regarding maintaining health standards--have signs posted

9. Inspect kitchen workers

a. Cleanliness of workers

b. Arrange physical examination for kitchen staff

c. Personal hygiene

10. Inspecting lavatories

a. Inspection of lavatory fixtures

b. Check for clean toilet.

11. Inspection of waste disposal area

a. Maintain proper and healthy condition of area

b. Waste products properly covered and maintained

c. Recepticals properly cleaned and covered

12. Proper storage of food

a. Rotate stock

b. Proper storage of dry goods

13. Proper staff handling of food

a. Make sure proper clothing is worn

b. Hat to cover hair

14. Proper handling of kitchen utensils

15. Maintenance and proper inspection of steam tables

a. Proper temperature maintained

b. Proper drainage of water

16. Checking and maintaining of dishwasher
    a. Maintain proper temperature
    b. Checking trap after cleaning
    c. Proper maintenance of machine
17. Management of supplies and equipment list
    a. Keeping records
    b. Proper use of materials
18. Proper inspection andmaintenance of ventilation system
19. Maintaining records
    a. Records of daily, weekly and monthly inspections
    b. Reporting existing conditions and needs to supervisor
    c. Maintaining records of areas that need to be inspected frequently because of lack of cleanliness.
20. Maintaining good relationships with other staff members
21. Custodial supervision--provide in-service programs to review procedures used in cleaning
22. Assist in supervising cleaning schedule

ACTIVITIES

Students will do the following:

1. Plan visitations to hospitals
2. Plan a tour of a health clinic
3. Arrange an interview with a sanitary assistant
4. Make up check lists of what a sanitary assistant should be concerned with checking

5. Prepare a visitation to the school cafeteria, bathrooms and home economics rooms
   a. Role play the position of sanitary assistant
   b. Use the check list that was previously prepared
   c. Review the results of the check list with the administration
6. Have group prepare oral presentations for the position of sanitary assistant
7. Arrange class trips with local health departments
   a. Tour with staff
   b. On-site inspection

EQUIPMENT AND SUPPLIES

1. Thermometer
2. Use of building where class is housed
3. Clip boards
4. Laboratory equipment to check water
5. Chemicals
6. Ladders
7. Small engine

RESOURCES

1. Local hospital
2. Local health department
3. Municipal land fill companies
4. Sanitation departments (local and county)
5. Water department

6. County and State Mosquito Commissions

7. Army Corps of Engineers

8. Coast Guard

UNIT V

OCCUPATIONAL THERAPIST

BEHAVIORAL OBJECTIVES

1. Students will manifest familiarity with job requirements, namely high school and college training.
2. Students should be able to demonstrate familiarity with the job market and salary ranges.
3. Students should be able to demonstrate knowledge of both personal and professional skills which are required.
4. Students should be able to list at least five possible places of employment.
5. Students should be able to list three kinds of patients who might be in need of occupational therapy.
6. Students should be able to demonstrate an understanding of the need for rapport with patients.
7. Students should be able to demonstrate a knowledge of the various duties connected with this kind of position.
8. Students should demonstrate their appreciation of needing to know the patient's pre-illness activities.
9. Students should be able to demonstrate ability to handle records.
10. Students should manifest a knowledge of their relationship with other professional and non-professional staff members with whom they might work.
11. Students must demonstrate a knowledge of sources of supplies and procedures for ordering.

12. Students need to demonstrate a knowledge of both planning and reporting procedures.
13. Students should be able to list at least eight duties of an occupational therapist.
14. Students should be able to demonstrate an appreciation of the importance of accompanying patients to job sites, the need for psychological support and counselling.

PRACTICAL REQUIREMENTS

1. Job requirements
   a. High School
   b. College
2. Demand for position
   a. Survey job market
   b. Survey professional magazines
   c. Counselling with guidance department
3. Salary for position
4. Skills need in position
   a. Personal
   b. Professional
5. Places of employment
   a. Armed service hospital
   b. City hospital
   c. Schools (public/private)
   d. State hospitals
   e. State institutions
   f. State agencies

6. What types of patients an occupational therapist deals with
   a. Stroke
   b. Accident victim
   c. War casuality
7. Job duties--introduce patients to crafts
8. Personal conduct
   a. Establish rapport with patients
   b. Understand their problems
9. Review records of patients--know what patients were doing prior to injury (work experience)
10. Responsibilities of various health service positions--relationship with other staff members
11. Keeping records--patient's progress
12. Participating in general staff meetings with other professional staff
13. Ordering supplies for therapy
14. Planning daily routine for patients
15. Reporting to supervisor
   a. with plans for patients
   b. with progress reports
16. Duties of occupational therapist--introduce craft skills to patients
   a. water color painting
   b. Knitting
   c. Crocheting
   d. Silk Screening
   e. Geometric design

f. Needle point

g. Embroidery

h. Leather working

i. Wood working

j. Pottery

k. Photography/development

17. Know patients past work experience

a. For planning and development of skills necessary to return him/her to past position if possible

b. Or to develop other skills necessary in a similar position

18. Help to develop skills to aid patient in the world of work

a. Left to right progression

b. Lengthen attention span

c. Eye-hand coordination

19. Take patient to job sites

20. Moral/psychological support for patient

a. Counselling services for patients

b. Counselling services for patient's family

ACTIVITIES

Students will do the following:

1. Write to colleges regarding the entrance requirements for the study of occupational therapist.
2. Arrange to visit hospitals, clinics or private schools where an occupational therapist is employed.
3. Arrange questions for the preparation of an interview of an occupational therapist.

4. Plan to interview an occupational therapist with the questions that were developed from the group.
5. Arrange for an occupational therapist to visit the class and discuss the duties he or she performs.
6. Art
   a. Develop posters regarding the position
   b. Plan poster program throughout the school regarding the profession of occupational therapist
7. Prepare and write a letter to the United States of Occupation
8. Role Play (therapist/patient)
9. Prepare oral presentation regarding the field

EQUIPMENT AND SUPPLIES

1. Desks
2. Chairs
3. Arts and Crafts
4. Various tools
5. Beads
6. Model kits
   a. Radio
   b. Television
   c. High fidelity
7. Work tables

RESOURCES

1. Industrial Clinics
2. Veteran's hospitals
3. Hospitals
   a. State
   b. Local
4. State agencies
5. Sheltered Workshops
6. Institutions

UNIT VI

KITCHEN WORKER

BEHAVIORAL OBJECTIVES

1. Students must demonstrate an understanding as to the numbers and kinds of places of potential employment.
2. Students should be able to demonstrate at least six duties of the position of kitchen worker.
3. Students should be able to demonstrate in fact their ability to clean a table by
   a. Removing, stacking and scraping dishes
   b. Changing tablecloths
   c. Stacking glasses
   d. Properly carrying soiled dishes and utensils
4. Students should be able to demonstrate their ability to clean appliances.
5. Students should be able to demonstrate their ability to scrape, stack and wash dishes
   a. Manually
   b. Automatically by dishwasher
6. Students must demonstrate knowledge about the procedure for cleaning the kitchen floor.
   a. Use of vacuum cleaner
   b. Sponge mop

c. Mop and wringer

d. Safety precautions

7. Students will be able to explain the inherent differences in cleaning the kitchen floor vs. the cafeteria floor.

8. Students must demonstrate knowledge about the importance and care of the kitchen preparation tables.

   a. Schedules

   b. Equipment needed

   c. Safety precautions

9. Students must be able to demonstrate their ability to wash pots.

   a. Scrape utensils

   b. Detergents

10. Students must be able to demonstrate their ability to operate an automatic dishwasher

   a. Unique detergents

   b. Temperature

   c. Safety precautions

11. Students must be able to manifest their knowledge concerning the clean-up after breakage.

12. Students must manifest knowledge about storage of cleaning tools.

13. Students must demonstrate their understanding of the difference between the functions of the professional and non-professional staff in the kitchen.

PRACTICAL REQUIREMENTS

1. Understanding where services are needed
    a. Hospitals
    b. Schools
    c. Private hospitals
    d. Nursing homes
2. Understanding the duties of the position
    a. Cleaning the kitchen
    b. Working with other kitchen staff
    c. Proper cleaning of utensils
    d. Cleaning of storage facilities
    e. Storage of cleaning materials
    f. Maintenance of cleaning tools
3. Cleaning tables
    a. Removing dishes
        1. Use of appropriate equipment
        2. Stack dishes
        3. Scrape dishes
    b. Change tablecloths
    c. Stack glasses
    d. Carry soiled dishes and utensils
    e. Learn proper cleaning time
4. Cleaning appliances
    a. Determine need for cleaning
    b. Equipment needed

1. Soap or detergents
2. Pail and cloths

c. Procedure

d. Safety precautions

5. Washing dishes

a. Scrape dishes

b. Stack dishes

c. Material needed

1. Detergent
2. Scrub brushes

d. Operate an automatic dishwasher (safety precautions)

6. Mop kitchen floor

a. Prepare area

b. Equipment

1. Scrub brushes and pail
2. Use scrubbing machine

c. Materials

1. Soap or detergents
2. Solvents

d. Learn scrubbing procedure

e. Remove excess water

1. Use of vacuum cleaner
2. Use sponge mop
3. Use mop and wringer

f. Safety precautions

7. Mop cafeteria floor
   a. Prepare area
      1. Remove furniture
      2. Sweep floors
   b. Damp mop equipment
      1. Mop and wringer
      2. Detergent
   c. Damp mop
   d. Dry mop
8. Clean tables (kitchen preparation tables)
   a. Determine schedules for cleaning
      1. Know when meals are prepared
      2. Adjust cleaning time to coincide with preparing time for food
   b. Equipment needed
      1. Sponges
      2. Pail
      3. Detergents
   c. Safety precautions
9. Wash and clean kitchen equipment
   a. Determine need for cleaning
   b. Equipment
      1. Pail
      2. Sponges
      3. Detergent
   c. Procedures

10. Wash pots, dishes and pans
    a. Equipment needed
        1. Sinks
        2. Sponges
        3. Detergents
        4. Cleansers
    b. Preparing automatic dishwasher
        1. Detergent
        2. Correct temperature
        3. Safety precautions
11. Clean up breakage and spills in the kitchen
    a. Equipment needed
        1. Broom
        2. Dustpan
        3. Pail
        4. Mop
    b. Care in cleaning up oils and grease--absorbing meterial for grease.
    c. Safety precautions
12. Proper storage of cleaning materials and equipment
    a. Shelve supplies properly
    b. Organize the cleaning supplies on the shelves
    c. Maintain records of supplies
    d. Maintain proper safety precautions
13. Cleaning the stoves, hot trays, and refrigerator
    a. Maintain proper temperature for refrigeration

b. Proper use of material in cleaning a refrigerator

c. Know what detergents to use on refrigerator surface

14. Know safety rules and regulations

15. Maintain safe kitchen area

a. Dry floors

b. Properly stored equipment

c. Know what type of fire extinguishers to use for what type of fire--grease, gas, or cleaning material

15. Understanding and working with the professional and non-professional staff

a. Duties

b. Responsibilities

16. Develop good work habits

a. Being on time for the position

b. Maintaining proper work habits

c. Evenness of work performance

d. Reliability in attendance

e. Developing work routine

ACTIVITIES

Students will do the following:

1. Review newspapers' want ads.

2. Prepare a letter of application.

3. Prepare a letter for an interview.

4. Attend an interview.

5. Develop a set of interview questions for a kitchen worker.

6. Develop a letter requesting a hospital to provide the class with a tour of its kitchen.
7. Spend a day with a kitchen worker in a hospital setting.
8. Clean the kitchen in the school.
9. Sweep floors.
10. Polish stainless steel fixtures.
11. Wash floor.
12. Mop school cafeteria.
13. Clean lavatories.
14. Use scrubbing and waxing machine.

EQUIPMENT AND SUPPLIES

1. Scrubbing and waxing machines
2. Mops
3. Pails
4. Mop wringers
5. Pads
6. Storage cabinets
7. Brooms
8. Disinfectants
9. Polish
10. Detergents
11. Brushes

RESOURCES

1. Local hospital
2. Nursing home
3. Day care center
4. Nursery school
5. Veteran's Hospital
6. Salvation Army
7. Senior Citizens Centers
8. Meals on Wheels programs
9. Summer camps
10. School Cafeteria

UNIT VII

REHABILITATION COUNSELOR

BEHAVIORAL OBJECTIVES

1. Students should be able to demonstrate their familiarity with the history and scope of rehabilitation programs.
2. Students should be able to cite the educational qualifications needed for the position.
3. Students should be able to name at least five organizations which function at the local, state and national levels.
4. Students should be able to explain the dimensions of the rehabilitation counselor.
5. Students should be able to name at least five areas of service for this position.
6. Students should be able to demonstrate their understanding of the nature of relationships with other staff members, both professional and non-professional.
7. Students should be able to demonstrate their ability to maintain proper records.
8. Students should be able to list at least six supportive agencies of the rehabilitation counselor.
9. Students should demonstrate a knowledge of the difference between an out-patient and an in-patient agency.
10. Students should be able to cite at least six functions of a counselor in the community at large.

11. Students should be able tomanifest an ability to interpret vocational testing.

PRACTICAL REQUIREMENTS

1. Introduction to the Rehabilitation Program
   a. History and scope of profession
   b. Educational qualifications needed for the position
      1. High school
      2. College
   c. Qualifications needed for the position
      1. Good judgment
      2. Personality
      3. Understanding of self
      4. Understanding of patient's problems
2. Rehabilitation
   a. Definition and function of a rehabilitation specialist
   b. Professional status of the position
   c. Local, state and national organizations
3. Areas of service
   a. State agencies
   b. Armed service hospitals
   c. Hospitals
   d. Clinics
   e. Private practice
4. Rehabilitation
   a. Counselling

1. Establishing rapport with patients
2. Background in psychology
3. Establishing rapport with patient's family for better understanding of patient's disability

b. Establishing good rapport with other staff members

5. Staff relationships
   a. Ability to function at staff meetings when planning an appropriate program for the patient
   b. Ability to take constructive criticism
   c. Ability to communicate to other professionals
   d. Ability to relate the patient's needs to the professional staff
6. Maintenance of proper records
   a. Ability to write up reports
   b. Ability to coordinate schedules of professionals and patients
7. Knowing outside agencies
   a. For the placement of patients
   b. For the professional care that the patient and the family may need
8. Ability to function in a professional setting
   a. Out-patient agency
      1. Follow-up with patient
      2. Visitation with patient in the home
      3. Visitation of patient employer
      4. Visitation with patient on the job

b. In-patient agency

1. Working with patient counseliing

2. Knowing background (work) of patient prior to accident

9. Function in community

a. Sources of referrals to outside agencies

b. Professional relationships for job placements

c. Knowledge of need for vocational, career, and professional employment

d. Ability to perform studies for needs of the patient and community

e. Preparation of in-service meetings for businessmen in the community

f. Preparation of in-service programs for school personnel

g. Meeting with school personnel

10. Knowing how to read and interpret professional reports

a. How to relate reports and findings to the patient and the family

b. How to evaluate report in terms of future employment of patient

11. Ability to administer and interpret vocational testing

a. Relate these tests to patient

b. Used to prepare vocational training for patient

ACTIVITIES

Students will do the following:

1. Plan interview questions for use with a rehabilitation counselor.

2. Arrange for an opportunity to accompany a rehabilitation counselor when he visits a client.

3. Role play
   a. Arrange for students to take the part of a counselor/patient.
   b. Develop a case history to be role played.
4. Plan and develop a letter to various colleges that prepare rehabilitation counselors.
5. Write to the United States Office of Occupations to develop a career book on the profession of rehabilitation counselor.
6. Visit Veteran's Hospitals.
7. Develop letters of application
   a. To colleges
   b. To agencies for a position
8. Develop a questionnaire that a counselor might use with a client.
9. Prepare posters for the position of rehabilitation counselor.

EQUIPMENT AND SUPPLIES

1. Desk
2. Chairs
3. Paper
4. Typewriter
5. Textbooks on the career of rehabilitation counselor

RESOURCES

1. Nursing facilities
2. Orthopedic hospitals
3. Veteran's Hospitals
4. State agencies

UNIT VIII

CHILD CARE ATTENDANT

BEHAVIORAL OBJECTIVES

1. Students should be able to demonstrate their knowledge of at least four sources of places of employment.
2. Students should manifest their knowledge of the educational qualifications for the position.
3. Students should be able to write a comprehensive essay on the learnin and growth patterns of children.
4. Students should be able to list the emotional needs of young children.
5. Students should demonstrate a knowledge of familiarity with food services.
6. Students should be able to demonstrate their ability to maintain proper records of a child's meal schedule.
7. Students should be able to demonstrate their knowledge of a proper holding of an infant and the release of gas pockets.
8. Students should be able to demonstrate their ability to clean a child after waste elimination.
9. Students should manifest their ability to dress an infant.
10. In terms of recreation, students should be able to demonstrate an understanding of the physical needs of children.
11. Students should be able to list at least six play activities for youngsters.

12. Students should be able to manifest their knowledge of the appropriate choice of materials to be read to the children.
13. Students should be able to demonstrate their knowledge of first aid techniques.

PRACTICAL REQUIREMENTS

1. Know the various places of employment
   a. State and county institutions
   b. Homemaker agencies
   c. Hospitals
   d. Local day care programs
   e. Private schools
2. Educational qualifications for the position
   a. High school
   b. Two-year college program
3. Introduction to school child care programs
   a. Learn growth patterns of the child
   b. Learn the emotional needs of young children
   c. Learn the physical needs of the child
   d. Learn the social needs of the child
4. Feeding the child
   a. Selection of food and liquids
   b. Preparation of foods and liquids
      1. Proper cleaning of food
      2. Proper sterilization of bottle and general cleaning of utensils

3. Maintaining proper temperature of foods and liquids

4. Knowing proper storage procedures for dry goods and liquids

5. Maintaining clean preparation area for foods

c. Maintaining proper records of child's meal schedule

d. Cleaning area used in the preparation of food

e. Knowing how to hold an infant when feeding (practice with toy dolls)

f. Knowing how to release gas pockets

1. Proper handling of small child

2. Holding child

g. Care in using feeding utensils

h. Proper care in putting eating utensils in infant's mouth

i. Proper cleaning of infant after eating

5. Proper cleaning of child after waste elimination

a. Schedule for toilet training

b. Learning what to do when an accident occurs

1. Consider child's emotional feelings

2. Try to understand

c. Preparing the child for diapers

1. Folding diapers

2. Use of powder or lubricant

6. Dressing of a child

a. Teach the proper way to button, zipper, hook and pin

b. Practice on toy dolls

c. Practice on children

d. Know when proper attire is too uncomfortable for the child

7. Personal qualifications of a child care attendant

a. Understanding

b. Compassion

c. Caring

d. Helping

e. Providing

8. Recreation

a. Planning a schedule for the child

b. Understanding the physical needs of the child

1. Age at which certain physical things can be done

2. Limitation of the child with physical exercise

c. Preparing the child for the particular game or physical activity

d. Time scheduling

1. Child should not be overheated

2. Know when a child is bored

e. Activities

1. Coloring

2. Exercise

3. Painting

4. Clay

5. Arts and crafts

6. Group activities

7. Single activities

8. Active games

9. Passive games

f. Story time

1. Classic material appropriate for child's age

2. Reading to children

3. Showing pictures

g. Role playing

1. Acting out roles in a story

2. Changing roles of children so that each has a turn

h. Play acting

1. Organize a play

2. Time schedule

9. Knowing simple first aid techniques

a. Have a model demonstration.

b. Knowing how to administer antiseptic

c. Knowing how to bandage

d. Knowing main arteries in the body

e. Knowing how to apply a tourniquet

10. Ability to make a judgment in case of emergencies

a. When to provide a child with simple first aid techniques

b. When and how to make emergency calls

c. When to call a doctor, police and fire department

11. Ability to take telephone messages

a. Name of person calling

b. Referent of call

c. Take information from caller

ACTIVITIES

Students will do the following:

1. Visit day care programs
2. Practice working with dolls for the following:
   a. Feeding
   b. Changing
   c. Dressing
   d. Holding
3. Prepare a list of important things to know when you are caring for a child. The list should include the following:
   a. Emergency number
   b. Child's habits
   c. Child's strengths or likes
   d. Child's weaknesses or dislikes
4. Prepare and follow up with babysitting position.
5. Develop an ad for positions wanted in the local school paper.
6. Prepare baby and infant food.
7. Visit a local pediatrician.
8. Develop questions for parents to complete regarding general behavior of the child.
9. Prepare presentations regarding the position of child care attendant.
10. Plan and bring in a child to class and spend the day caring for him/her. Students will develop check lists and records of the child for the day and be prepared to discuss them with the group.
11. Students should prepare games for children of all ages.

12. Develop stories for children of all ages.
13. Be familiar with children's games.
14. Be familiar with arts and crafts.
15. Establish a baby sitting club.

EQUIPMENT AND SUPPLIES

1. Diapers
2. Clothes with buttons, zippers and hooks
3. Models
4. Bottles and infant food
5. Stove
6. Bed and crib
7. High chair
8. Wash basin
9. Eating utensils
10. Sink
11. Tables
12. Books (stories for children)
13. Games
14. Arts and crafts
15. Textbooks on growth and development of children

RESOURCES

1. Nursery schools
2. Day care centers
3. Pediatric wards of hospitals
4. Clinics

5. State agencies
6. Institutions
7. Health care centers
8. Local agencies

EVALUATION

The evaluation form contained in this section should be completed by the teacher at the end of each unit. It is intended to evaluate the appropriateness of:

a. Content

b. Measureability of behavioral objectives

c. Unit content

d. Accessibility of facilities

e. Availability of pertinent field trips.

This feedback from teachers and suggestions for improvement will be invaluable in terms of the overall evaluation.

In terms of pupil evaluation, teachers will use all or selected behavioral objectives and will at once be able to evaluate student growth and the effectiveness of the unit.

Teachers who become involved in using these units should be invited to submit, in addition to the reaction on the teacher evaluation sheet, other content to achieve goals, other activities, additional resources, new behavioral objectives, suggestions about facilities, other materials, appropriate field trips.

When feasible, students should be encouraged to give written and oral feedback as to their enjoyment of the unit, the value of the unit, and perhaps areas of the unit which might have brought additional benefits to the students .

Teacher Evaluation Sheet

After the completion of this unit of work, the teacher will write his/her reactions below as indicated.

1. Appropriateness of the content to achieve the goals of the cluster.

2. Appropriateness of the activities in terms of the content and the goals.

3. Usefulness of the resources.

4. Appropriateness and measurability of the behavioral objectives.

5. Appropriateness of this unit for the students with whom it was used.

6. The appropriateness of this unit for the cluster in which it has been placed.

7. Are appropriate facilities for this unit accessible?

8. Are appropriate materials accessible?

9. Are field trips in connection with this unit feasible?

REFERENCES

BOOKS

Agnew and Meehan. CLERICAL PRACTICE. Southwestern Publishing Co.

Alexander, E. I. OPERATING ROOM TECHNIQUE. St. Louis, Missouri: C. V. Mosby Co.

American Hospital Association. EDUCATION PROGRAMS IN THE HEALTH FIELD. Hospitals Journals, 1970.

American Medical Association. HORIZONS UNLIMITED--HANDBOOK, CAREER OPPORTUNITIES IN MEDICAL AND ALLIED FIELDS. 535 North Dearborn Street, Chicago, Illinois, 60610, 1970.

American Red Cross. FIRST AID TEXTBOOK.

Anderson, P. C. THE DENTAL ASSISTANT. Albany, New York: Delmar Publication.

Appleton, J. L. BACTERIAL INFECTION ON DENTAL PRACTICE. Fourth Edition. Philadelphia: Lee and Febiger.

Archer, W. H. MANUAL OF DENTAL ANESTHESIA. Second Edition. Philadelphia: W. B. Saunders Co.

Blue Cross. THE HOSPITAL PEOPLE--CASE STUDY OF HOSPITAL OCCUPATIONS. Vol. XXI, No. 1. Newark, New Jersey: Hospital Service Plan.

Bosworth, H. J. DENTAL ECONOMICS. Philadelphia: Bosworth Economic Institute.

Brauer, Highey, Lindahl, Musler and Schons. DENTISTRY FOR CHILDREN. Fifth Edition. New York: McGraw Hill Book Co.

Breystein, J. J. INTERVIEWING, COUNSELLING AND MANAGING DENTAL PATIENTS. Prentice Hall.

Bunting, R. W. ORAL HYGIENE. Philadelphia: Lenard Febiger.

Burkett, T. W. ORAL MEDICINE. Third Edition. Philadelphia: J. B. Lippincott Co.

Colby, Kerr. COLOR ATLAS OF ORAL PATHOLOGY. Philadelphia: J. B. Lippincott Co.

Coolidge and Hine. PERIODONTOLOGY. Philadelphia: Lea and Febiger.

Coolidge and Kessel. TEXTBOOK OF ENDODONTOLOGY. Philadelphia: Lea and Febiger.

Council on Dental Therapeutics. ACCEPTED DENTAL REMEDIES. Chicago: American Dental Association.

Crane, G. W. PSYCHOLOGY APPLIED. Chicago: Hopkins Syndicate, Inc.

DANGER IN THE AIR: SULFUR AND PARTICULATES. Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office.

Eastman Kodak Co. X-RAYS IN DENTISTRY. Rochester, New York.

Enis, L. N. DENTAL ROENTGENOLOGY. Philadelphia: Lea and Febiger.

THE ENVIRONMENTALIST-- BRIEF CAREER SCOPE. Denver, Colorado: National Environmental Health Association.

Fisher, R. ALPHABETIC INDEXING. Southwestern Publishing Co.

Gesell and Ilg. INFANT AND CHILD IN THE CULTURE OF TODAY. New York: Harper Brothers.

Gobe, A. G. AMERICAN TEXTBOOK OF OPERATIVE DENTISTRY. Ninth Edition. Philadelphia: Lea and Febiger.

Grossman. DENTAL FORMULA AND AIDES TO DENTAL PRACTICE. Philadelphia: Lea and Febiger.

Grossman, L. and F. PHARMACOLOGY AND THERAPEUTICS. Fifth Edition. Philadelphia.

Grossman, Louis I. ROOT CANAL THERAPY. Fourth Edition. Philadelphia: Lea and Febiger.

Kilpatrick, H. C. WORK SIMPLIFICATION IN DENTAL PRACTICE. Philadelphia: W. B. Saunders Co.

Kinsinger, R. E. and J. G. Ferguson. CAREER OPPORTUNITIES HEALTH TECHNICIAN. Chicago: 1970.

Kodak, Eastman Co. X-RAYS IN DENTISTRY. Rochester, New York.

Kohn, Yerian and Greeg Steward. PROGRESSIVE FILING. New York: McGraw-Hill Publishing Co.

Massler and Schour. ATLAS OF THE MOUTH. Second Edition. Chicago: American Dental Association.

Massler and Schour. NUTRITION AND ORAL DISEASE. New York: McGraw-Hill Book Co., Inc.

Morrison, A. G. IN THE DENTAL OFFICE. Second Edition. Philadelphia: J. B. Lippincott.

Nagle and Sears. DENTAL PROSTHETICS. St. Louis, Missouri: C. V. Mosby Co.

National Health Council. WHERE TO GET HEALTH CAREER INFORMATION. New York: National Health Council.

Peterson, Shailor. THE DENTIST AND HIS ASSISTANT. Second Edition. St. Louis, Missouri: C. V. Mosby Co.

Reddish. ANTISEPTICS, DISINFECTANTS, FUNGICIEDES. Second Edition. Philadelphia: Lea and Febiger.

Reed, M. E. BACTERIOLOGY IN A NUTSHELL. Philadelphia: Lea and Febiger.

Richardson and Barton. THE DENTAL ASSISTANT. Fourth Edition. New York: McGraw-Hill Book Company.

Shapiro, H. APPLIED ANATOMY OF HEAD AND NECK. Philadelphia: J. B. Lippincott.

Skinner, E. W. THE SCIENCE OF DENTAL MATERIALS. Fourth Edition. Philadelphia: W. B. Saunders Co.

Stickney, Horton, Weil. OFFICE AND SECRETARIAL TRAINING.

Strong and Thompson. TEXTBOOK OF ORTHODONTIA. Philadelphia: Lea and Febiger.

University of North Carolina Correspondence Manuals:
ORIENTATION IN THE DENTAL PROFESSION AND OFFICE
SECRETARIAL PROCEDURES
PRECLINICAL SCIENCES
DENTAL MATERIALS AND TECHNICAL APPLICATIONS
CLINICAL SCIENCE
LABORATORY AND TECHNICAL APPLICATION
CLINICAL APPLICATION

U. S. Department of the Interior. CLEAN WATER FOR THE SEVENTIES. Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office.

U. S. Department of Labor. HEALTH CAREER GUIDEBOOK. Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office.

U. S. Department of Labor. JOB DESCRIPTIONS AND ORGANIZATIONAL ANALYSIS FOR HOSPITAL AND RELATED HEALTH SERVICES. Washington, D. C.: U. S. Training and Employment Service, Manpower Administration, 1970.

Volge, Margaret and Corrine Carpenter. WORKBOOK OF DENTAL RECORDS. New Brunswick, New Jersey: Rutgers University Curriculum Laboratory.

Wheeler, Russel C. AN ATLAS OF TOOTH FORM. Philadelphia: W. B. Saunders Co., 1966.

Winter, L. OPERATIVE ORAL SURGERY. St. Louis, Missouri: C. V. Mosby Co.

Wohl and Goodhart. MODERN NUTRITION IN HEALTH AND DISEASES. Philadelphia: Lea and Febiger.

Yohraes, Hubert. WHAT'S IN YOUR FUTURE--A CAREER IN HEALTH. Public Affairs Pamphlet No. 281. New York: Public Affairs Pamphlets.

FILM STRIPS

American Dental Association.
BRIGHT FUTURE, A.
DOTTIE AND HER DAD.
ONE IN A MILLION.
WHY FLORIDATION?

American Red Cross.
FIRST AID - Part I
FIRST AID - Part II

Associated Films, Inc.
BALLAD OF SOUP DuJOUR.
CASE OF MISSING TOOTH.
GOOD LOOKS.
LOUIS PASTEUR AND THE GERM.
SET THE STAGE FOR DENTAL HEALTH.
TAKE TIME FOR YOUR TEETH. Johnson & Johnson.
WHO WROTE THAT?

Bell Telephone System Office.
YOUR VOICE AND THE TELEPHONE.

Delaware Raritan T B and R D Association, 693 Alexander Road, Princeton, New Jersey 08540. LITTLE MAN, BIG CITY.

Denoyer-Geppert Audio Visuals.
THE SCHOOL NURSE.

Eye Gate, Inc., Jamaica, New York.
DIET CLERK AND FRY COOK.
HOSPITAL ADMINISTRATION JOBS.
HOSPITAL FOOD SERVICE WORKERS.
INHALATION THERAPY TECHNICIAN.
MAINTENANCE MECHANIC AND ELECTRICIAN AND CUSTODIAN.
MEDICAL ASSISTANT.
NURSE.
NURSES' AIDE.
NUCLEAR TECHNICIAN TRAINEE.
WORKING IN A HOSPITAL.
WOULD YOU LIKE HOSPITAL WORK?
X RAY TECHNICIAN.

International Business Machines.
RIGHT AT THE TYPEWRITER.

McGraw Hill Films.
DOCTOR, COMMUNITY HELPERS.

Mini Productions, Inc., 192 Hyeholde Drive, Coraopolis, Pa., 15108.
HEALTH--It takes more than doctors and nurses to run a hospital.

Modern Talking Picture Service, Summit, N. J.
MORE ATTRACTIVE YOU, A.

National Committee for Careers in Medical Technology, 9650 Rockville Pike, Bethesda, Md.
IN A MEDICAL LABORATORY.

National Tuberculosis Association.
POINT OF VIEW.

New Jersey Bell Telephone Company.
HEMO THE MAGNIFICENT.

New Jersey Health Career Services, Trenton, N. J.
TIME FOR EVERY SEASON, A.

Glen Smith, University of South Carolina, College of General Studies, Auto Visual Division, Columbia, South Carolina, 29208.
CAREERS TO ALLIED HEALTH SERVICES.

Sterling Movies, U. S. A., Inc.
WINGED FOOT, THE

Teaching Resources Films.
I WANT TO BE A NURSE.

Troll Associates.
WHAT A DOCTOR SEES WHEN HE LOOKS AT YOU.

Zurich-American Insurance Company.
KACHOO.
YOUR FIRST DEFENSE.
YOUR FUTURE IS IN SIGHT.
WAKE UP.
WEATHERING THE STORMS.

TAPES

Children's Poems.
I WANT TO BE A NURSE.

Troll Associates.
THE DOCTOR. (People Who Help Our Community.)

Wollensak Teaching Tapes.
LET'S MEET THE DOCTOR.

Voices for Careers, New Jersey Occupational Resources Center, Edison, New Jersey.
ANATOMY OF A VITAMIN.
BEHIND THE FOOD LABEL.
BREATHING ROOM.
CONTAMINATED HUMAN, THE.
DOCTOR IN THE WHITE HOUSE.
EAT YOURSELF HEALTHY.
ECHOES FOR DAVEY JONES' LOCKER.
FATS: THE DELICATE BALANCE.
FOOD NEEDS FOR THE YOUGN.
FOUR BASIC FOODS, THE
HEART SPECIALIST, THE. P. D. White
HEART TRANSPLANT, THE.
PRESS QUESTIONS, THE. Dr. Jonas Salk
PROTEIN: PRIME MOVER.
TAKE A DEEP BREATH.